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ABSTRACT

This report describes the procedures followed in scoring the October 1978 Florida Minimal Writing Production Skills Assessment and reports the results of that assessment. The assessment was conducted on a sample of Florida public school students in grades 3, 5, 8, and 11. Sections include descriptions of the rating scale and scorer's guide as well as methods for choosing and training scoring personnel. Tables reporting interscorer reliability and discussions of the methods used for resolving scorer discrepancies are also given. The appendices include percentages of students scoring at each point on the rating scale by skill and the percentages of students passing each skill. Also, words which were misspelled by students at least five times are listed with examples of misspellings. This publication would be helpful for curricular analysis of writing production problems and useful as a model for scoring and training writing production assessment personnel. (Author)

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"CAN JOHNNY WRITE?"

FLORIDA MINIMAL WRITING SKILLS ASSESSMENT TECHNICAL REPORT 1978-79

TM 830 167

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FLORIDA MINIMAL WRITING SKILLS ASSESSMENT 1978-79

TECHNICAL REPORT

Produced By

IDEA CENTER
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TALLAHASSEE, FLORIDA

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FLORIDA MINIMAL WRITING SKILLS ASSESSMENT, 1978-79

INTRODUCTION

In October, 1978, the Florida Department of Education contracted with the IDEA Center in the College of Education at the University of South Florida to score and report the results of the October, 1978, administration of the Minimal Writing Skills Assessment. The purpose of this report is to describe the procedures which were followed in scoring and reporting the results of the October, 1978 administration of the Minimal Writing Skills Assessment and the results of the application of those procedures. The remainder of this report contains sections which include: Planning and Preparation, Identification of Scorers and Scoring Leaders, Training of Scoring Leaders, Training of Scorers, Scoring, Resolution of Discrepancies, and Analyses.

PLANNING AND PREPARATION

During the fiscal year 1977-78, the Contractor developed and field-tested the Minimal Writing Skills Tests and associated scoring procedures for the Department. This section briefly describes the results of that developmental work and some transitional activities needed to move from the developmental phase to the implementation phase of the Minimal Writing Skills Assessment.

Description of the Tests

The Florida Minimal Writing Skills Assessment contains eight separate test forms as follows:

Grade 3 - Form 31
Grade 3 - Form 32
Grade 5 - Form 33
Grade 5 - Form 34
Grade 8 - Form 35
Grade 8 - Form 36
Grade 11 - Form 37
Grade 11 - Form 38

Each test form was designed to measure one particular subset of the writing skills specified for the assessment. For example, Form 31 at Grade 3 and Form 32 at Grade 3 measure two different sets of skills.

All forms of the tests (except 32) require writing samples from the examinees. Cassette tape recordings of sentences generated orally by the examinees are obtained by administering Form 32. All forms of the tests contain between one and four items of varying complexity.

Scoring Instruments

Two instruments are used in scoring the tests--Scorer's Guide and Rating Form. As described below, each form of the various tests has a unique version of each of the two instruments.

Scorer's Guide. The Scorer's Guide consists of a series of sheets in a bound booklet. Each sheet contains the following information:

1) Item number

2) Skill number and description

3) Number and description of one scale point related to the skill under consideration

4) One or more examples of student responses corresponding to the scale point and/or further definition of the scale point

Each complete Scorer's Guide thus contains a separate sheet defining and exemplifying each scale point for each skill to be rated on a given form of the test. The student samples are helpful in defining operationally each point on the rating scale for each skill and guiding scorers as to which scale point to assign to each writing sample.

Rating Form. The Rating Form is used by the scorers to rate each skill on the test forms they are assigned. Scorers are provided one copy of the Rating Form for each student booklet they are to score. The top part of the form has spaces for recording the examinee's preassigned number during the scoring, and for later insertion of the examinee's sex, race/ethnic, and language group designation. The body of the forms contains the following information for each skill measured by a particular form of the test:

1) Item number

2) Skill number and description

3) Number and description of each scale point related to the skill in question

4) A space for scorers to record their rating for each skill

IDENTIFICATION OF SCORERS AND SCORING LEADERS

This section addresses the criteria and procedures used in the selection of scorers and scoring leaders.

Scorer Criteria/Responsibilities

Since the objective rating of open-ended test responses is an extremely difficult task, great care was exercised in the selection of scorers. All scorers were selected according to the following criteria:

1) Highly competent in the area of writing skills

2) Highly trainable

3) Free from strong prejudices or biases about acceptable levels of writing skills

4) Free from strong racial/ethnic biases

5) Able to work congenially in a group endeavor

Two different groups of scorers were selected. The first group of individuals were called "Scoring Leaders," and in addition to the criteria listed previously, the scoring leaders also needed supervisory ability and experience. Eight scoring leaders were needed--one for each form of the tests. The scoring leaders had the following responsibilities:

1) Receive training in scoring tests

2) Help train scorers

3) Supervise scorers

4) Resolve discrepancies in scorer ratings

The second group of scorers consisted of 48 individuals, assigned as follows:

Form 31 - 4
Form 32 - 4
Form 33 - 4
Form 34 - 4
Form 35 - 8
Form 36 - 8
Form 37 - 8
Form 38 - 8

The scorers were expected to receive training in test scoring procedures for the tests they were to score and to score approximately 200 tests each at the elementary level and approximately 100 tests each at the secondary level.

Identification of Scorers

The Department of Education had major responsibility for selection of scorers for the project. One of the goals in the selection of scorers was to have broad geographic representation of English educators throughout the state. Toward this end, the Department sent a letter to Language Arts supervisors in counties throughout the state requesting that they identify teachers within their counties who met the criteria listed in the Scorer Criteria/Responsibilities Section and whom they felt would do a good job in scoring the results from the test administration. The Department and the Contractor jointly selected a group of scorers from throughout the state.

The scorers were selected in such a way that there was representation of all areas of the state, with greater numbers of scorers coming from larger counties within the state. In addition to representatives of local school systems, there were also representatives of English departments at major universities within the state.

Once the initial identification of scorers had been made, the Contractor sent letters to all appropriate school system superintendents explaining to them the importance of the project and requesting that those teachers selected from their school system be allowed to participate as scorers. It was explained to them that the Contractor would reimburse the scorers for their travel expenses and would also reimburse the school system for substitutes while their teachers participated in the project. All of the superintendents agreed to allow those teachers requested by the Contractor to participate in the scoring project. Upon receiving approval from the superintendents, the Contractor sent letters to the potential scorers who had been identified, explaining the nature of the project and requesting that they participate as scorers. Most of those potential scorers who were contacted agreed to participate in the project. However, when potential scorers declined, the Contractor selected additional names from those initially provided by the English supervisors from the school systems. Appendix A contains a list of those individuals who actually served as scorers along with their school system or university affiliations and a list of scorer assignments by test form. Table 1 displays the number of scorers by sex and race for each form of the tests.

TABLE 1
NUMBER OF SCORERS BY SEX AND RACE
FOR EACH TEST FORM

FORM	WHITE FEMALE	BLACK FEMALE	WHITE MALE
31	4	0	0
32	1	3	0
33	4	0	0
34	3	1	0
35	7	0	1
36	8	0	0
37	5	1	2
38	6	2	0
TOTAL	38	7	3

Identification of Scoring Leaders

The Contractor had major responsibility for the identification of scoring leaders, but all scoring leaders were approved by the Department. In addition to meeting all of the criteria for scoring leaders which were mentioned earlier, all scoring leaders had also had experience in scoring the results from the field test of the Minimal Writing Skills Tests. All scoring leaders came from the Tampa Bay area. Appendix B contains a list of scoring leaders' names and school affiliations.

TRAINING OF SCORING LEADERS

The Contractor, with the assistance of the Department, trained the scoring leaders at the University of South Florida two days before the scoring of the tests began. The following steps were followed in the training of scoring leaders:

1) The Contractor introduced the scoring leaders to the scoring plan, Scorer's Guides, and Rating Forms.

2) All scoring leaders scored five test copies for the form of the test for which they were responsible. The Contractor had preselected the test copies to insure diversity in levels of performance, and these test copies had been prescored by the Contractor.

3) The scoring leaders and Contractor compared their scores, and discrepancies were discussed in detail with the Department and curriculum consultants for USF.

4) Scoring leaders discussed problems they encountered in using the Scorer's Guides and Rating Forms. These discussions helped to identify and clarify any misconceptions the scoring leaders may have had and also led to some changes in the scoring materials.

5) All scoring leaders scored an additional five copies of the form of the test for which they were responsible, and Step 4 was repeated.

6) The Contractor explained the scoring leaders' responsibilities in the training of other scorers and outlined the system for the actual scoring of the tests.

TRAINING OF SCORERS

The initial training session was a general introductory session in which the purpose of the instruments, the nature of the instruments and their potential use was discussed. The following steps were followed in training the scorers:

1) The general purpose and general procedures of the scoring plan were presented to the scorers.

2) The roles of the scoring leaders and scorers were explained.

3) Scorers were paired by form of the test. Because of the large number of tests, there were two pairs of scorers for each test form at the elementary level and four pairs for each form at the secondary level.

4) Scorers were introduced to the Scorer's Guides and the Rating Forms and were given a blank copy of the form of the test they were to score.

5) Pairs of scorers were given five sample copies of the tests they were to score. The test copies were the same ones which had been scored by the Contractor and the scoring leaders. Scorers were asked to score independently the five test copies in pairs using the Scorer's Guide and Rating Forms.

6) Each rating was discussed openly among the scorers and the scoring leaders. Discrepancies were analyzed and discussed.

7) Step 5 was repeated using the other five prescored test copies. Step 6 was also repeated.

SCORING

The actual scoring of tests, under the supervision of the scoring leaders, the Contractor and the Department, encompassed approximately a day and one-half. The steps followed in scoring the tests were as follows:

1) Student numbers were preassigned to each test booklet by the Department and the booklets did not contain the student's sex, race/ethnic or language designation. This procedure was designed to help reduce the introduction of sex and/or race/ethnic biases in the scoring.

2) Scorers were seated at eight long rectangular tables (one for each form of the tests) so that the scorers working on a given set of test copies were seated opposite each other. Scoring leaders were seated at the heads of their respective tables.

3) Twenty copies of each form of the test were distributed to appropriate scorers along with ample copies of the appropriate Rating Form and one copy of the appropriate Scorer's Guide.

4) Scorers scored the twenty test copies they were assigned and exchanged copies of the test with their scoring partners when their stacks of tests were depleted. They did not exchange rating forms or share scores for the papers. Consequently, each test copy was scored independently by the appropriate scorers.

5) After the scorers scored the first twenty copies of the tests they took a break while the scoring leaders compared sets of scores for each test copy and identified any patterns of the discrepancies between sets of scorers. After the break scoring leaders discussed with their respective scorers the patterns of discrepancies and possible reasons for the discrepancies.

6) Steps 3 and 4 were followed for the remaining copies of each test form, except that scorers were given all copies at once, not twenty at a time. Each pair of scorers was asked to score approximately 200 copies at the elementary level and 100 copies at the secondary level. The approximate number of minutes required to score one test copy for each form of the tests is provided in Table 2.

7) Scoring leaders were available to answer questions and make clarifications but did not suggest the actual rating to be assigned to any writing sample.

8) When the scoring was finished, the scorers and scoring leaders were surveyed systematically to ascertain any difficulties they encountered in the scoring.

TABLE 2

APPROXIMATE NUMBER OF MINUTES REQUIRED TO SCORE ONE TEST COPY FOR EACH TEST FORM

FORM	NUMBER OF MINUTES
31	3
32	4
33	3
34	3
35	5
36	6
37	6
38	6

RESOLUTION OF DISCREPANCIES

After the scoring sessions were completed, the Contractor transcribed the ratings from the rating forms to special recording forms. The recording forms were such that the ratings given by pairs of scorers to each skill for each examinee were immediately next to each other. This format facilitated the identification of discrepancies in ratings for pairs of scorers. After all of the ratings had been transcribed, discrepancies were identified and circled. The percent of agreement between scorers was then calculated for each skill on each form of the test.

It had been anticipated that the percent of agreement between scorers would be at least 80% for each skill. The analysis of discrepancies revealed that this expectation had been satisfied for 41 skills and had not been satisfied for five skills. For those five skills, the Contractor and the Department attempted to identify the reasons that the 80% expectation had not been achieved. In all instances, the factors in the scoring materials which would contribute to the confusion and lack of interscorer agreement were identified. Modifications were made in the scoring materials with the expectation that the materials would be clearer and would lead to higher interscorer agreement.

Subsequent to this activity, a group of scoring leaders and scorers were assembled, and all of those skills which had less than 80% interscorer agreement were rescored. Appendix C contains a list of the names of those individuals who participated in the rescoring activity. Table 3 shows the percent of interscorer agreement for each of the skills, including the initial percent of agreement and percent of agreement after rescoring for those skills that were rescored.

When the rescoring had been completed, the Contractor accumulated all of the copies of the tests on which there were discrepancies between the ratings from pairs of scorers for a particular examinee. The scoring leaders were assembled to resolve those discrepancies. In resolving the discrepancies, the scoring leader's rating for any given skill took precedence over the ratings of either scorer.

TABLE 3
PERCENT OF INTERSCORER AGREEMENT
ON EACH SKILL RATING FOR EACH TEST FORM

FORM	SKILL	% AGREEMENT	RESCORING % AGREEMENT
31	G10	99%	--
	I15	99%	--
	G11	99%	--
	J19	100%	--
	E7	85%	--
	J16	99%	--
	J17	91%	--
32	C4	96%	--
	A1	81%	--
33	D11	94%	--
	A5	72%	85%
	C10	82%	--
	G16	86%	--
	J28	98%	--
34	A6	94%	--
	E13	91%	--
	E12	91%	--
	G16	81%	--
	H22	95%	--
	H23	93%	--
	I26	91%	--
35	A6	89%	--
	B7	97%	--
	B8	87%	--
	B10	89%	--

(Continued on next page)

TABLE 3 (Cont.)

FORM	SKILL	% AGREEMENT	RESCORING % AGREEMENT
36	F23	90%	--
	E17	71%	83%
	E18	93%	--
	C	84%	--
	H	79%	86%
	I	89%	--
	J	93%	--
	C12	63%	77%
	D14	82%	--
37	B2	93%	--
	B3	96%	--
	E10	92%	--
	H	83%	--
	C5	96%	--
	C7	92%	--
	G	94%	--
	J	98%	--
38	G25	90%	--
	E10	84%	--
	E11	76%	84%
	F	86%	--

ANALYSES

When all of the discrepancies had been resolved, final scores for each examinee on each skill for each form of the tests were transferred to IBM computer cards. The final score was considered to be the consensus score of the initial scorers or the rating of the scoring leader which took precedence over the scores of the initial scorers when they had not agreed. The results were analyzed using the Frequencies program from the Statistical Package for the Social Sciences (SPSS) computer package. The results of the analyses were as follows:

1) The percent of examinees scoring at each scale point on each skill for the total sample.

2) The percent of examinees passing each skill on each form of the tests for the total sample.

3) A listing of frequently used and misspelled words for each form of the tests on which spelling was measured.

Tables displaying the results of the first analysis are provided in Appendix E. Appendix D displays the passing score for each skill, and lists of frequently used and misspelled words are contained in Appendix G.

This report will be useful for educators in determining students' weak areas in writing production at grades 3, 5, 8, and 11. Further, the detailed account of techniques involved in choosing and training scorers will be useful for those interested in conducting future assessments of writing production as well as in interpreting results.

APPENDIX A

List of Scorers, Affiliations and
Scorer Assignments by Test Form

SCORERS

1978-79 FLORIDA MINIMAL WRITING SKILLS ASSESSMENT

NAME/ADDRESS	SCHOOL	COUNTY	FORM
Mrs. Glenzy Arnao 1601 E. Alabama St. Apt. 607 Plant City 33566		Hillsborough	32
Ms. Patsy Barnes 720 E. Alpine St. Altamonte Springs 32701		Seminole	38
Ms. Pat Bishop 308 Cranberry Lane Brandon 33511	East Bay Senior High	Hillsborough	35
Ms. Darian Burns 423 - 48th St. N. St. Petersburg 33713	Writing Remediation Specialist	Pinellas	35
Mrs. Miriam Campbell 3303 Country Club Blvd. Cape Coral 33904		Lee	35
Mrs. Minnie Clements Box 111 Vero Beach 32960	Indian River Middle	Indian River	35
Mrs. Myranda Cox 5701 Sands Pt. Dr. Lakeland 33801	Kathleen Elementary	Polk	31
Mrs. Betsy Creveling 1704 SW 56 Lane Gainesville 32608		Marion	38
Mr. John Creveling 1704 SW 56 Lane Gainesville 32608	North Marion Middle	Marion	35
Mrs. Genevieve Curry 2317 Woodbine Ave. Lakeland 33803	Lime Street Elementary (Principal)	Polk	32

SCORERS (Cont.)

NAME/ADDRESS	SCHOOL	COUNTY	FORM
Ms. Earline Demps 831 Jasmine Way St. Petersburg 33705		Pinellas	32
Ms. Pat Dickson P. O. 292 Sneads 32460		Jackson	36
Mr. Dan Doerr 265 Cherry Circle Satellite Beach 32937		Brevard	37
Mrs. Judy Edwards 650 Pine Court Naples 33940	Lake Park Elementary	Collier	31
Mrs. Barbara Foreman 1201 W. Wilson St. Lake City 32055	Columbia Senior High	Columbia	37
Ms. Carole Forst 8551 N.W. 15th St. Pembroke Pines 33024	Pembroke Lakes Elementary (Guidance Counselor)	Broward	31
Mrs. Sandra Fradd 2403 Royal Palm Dr. Ft. Pierce		St. Lucie	31
Mrs. Charlotte Geyer 1211 Mellonville Ave. Sanford 32771	Coordinator, Secondary Language Arts	Seminole	38
Mrs. Zelda Glazer 400 N. Hibiscus Island Miami Beach 33139	Language Arts Specialist	Dade	36
Ms. Carol Gondek 18217 Cypress Cove Lane Tampa	Webb Junior High	Hillsborough	37
Ms. Pat Griffith P. O. Box 1031 Destin 32514	Fort Walton Beach High	Okaloosa	36

SCORERS (Cont.)

NAME/ADDRESS	SCHOOL	COUNTY	FORM
Mrs. Jane Grinsted 2124 Harlow St. Port St. Lucie 33452		St. Lucie	33
Ms. Delores Hayes P. O. Box 1645 Ft. Pierce 33450		St. Lucie	32
Ms. Linda Hicks 949 Wedgewood Dr. N. Maitland 32751		Seminole	34
Ms. Cindy Huggins P. O. Box 288 Geneva 32732		Seminole	37
Mr. Dan Jones 4805 NW 7th St. Apt. 207 Miami 33126	Miami Edison Senior High	Dade	37
Ms. Elaine Kenzel 9755 S.W. 92 Terrace Miami 33176	Miami Palmetto Senior High (Asst. Principal for Curriculum)	Dade	38
Dr. Toni Lopez Dept. of English Univ. of Florida Gainesville 32611	University of Florida		37
Mrs. Caryn McDermott 14024 Cascade Lane Tampa 33618	Land O' Lakes Senior High	Pasco	37
Ms. Billie McDuffie 3802 Tudor Ct., Apt.#108 Tampa 33614		Pasco	36
Ms. Shaune McGinn Lake Howell High School Dike Road Maitland 32751	Lake Howell Senior High	Seminole	36
Ms. Margaret McMillen 742 Jamestown Dr. Winter Park 32792		Orange	36

SCORERS (Cont.)

NAME/ADDRESS	SCHOOL	COUNTY	FORM
Mrs. Helen Manor 3210 - 22 Ave. W. Bradenton 33505	Palmetto Senior High (English Department Head)	Manatee	38
Mrs. Mary Mayberry 225 Old Lake Wilson Loughman 33858	Haines City Junior High	Polk	36
Ms. Cynthia Miller 555 Tradewinds Road Casselberry 32707		Seminole	35
Ms. Kate Nash P. O. Box 72 Osteen 32764		Seminole	33
Mrs. Betty Perris 1001 Marabon Ave. Orlando 32806	South Seminole Middle	Seminole	36
Mrs. Janice Pratt 2081 Dunsford Drive Orlando 32808	West Orange High (English Department Head)	Orange	35
Dr. Bernice Reeves 1006 Frazier Ave. Tallahassee 32304	Florida A & M University		38
Ms. Annye Refoe Lake Howell High School Dike Road Maitland 32751	Lake Howell Senior High	Seminole	38
Ms. Verdya Robinson 1624 - 28th Ave. S. St. Petersburg 33712	Campbell Park Elementary	Pinellas	34
Mrs. Margaret Sanderson 311 SW 68 Blvd. Hollywood 33023	Curriculum Planner	Broward	34
Ms. Brenda Shuman 7656 85th Lane N. Seminole 33542	Dixie Hollins High	Pinellas	37

SCORERS (Cont.)

NAME/ADDRESS	SCHOOL	COUNTY	FORM
Ms. Patty Smith 7406 El Encanto Court Tampa 33617	Quail Hollow Elementary	Pasco	34
Ms. Judy Stockman 3107 Heather Glynn Drive Mulberry 33860	Knights Elementary	Hillsborough	33
Mrs. Mary-Jane Stokes 309 Swallow Lane Spring Hill 33512		Hernando	35
Mrs. Nell Thrift 210 Lake Hollingsworth Drive Lakeland 33803	Lakeland Senior High	Polk	38
Mrs. Delight West 14803 Tulip Drive Tampa	Land O'Lakes Senior High	Pasco	33

FLORIDA MINIMAL WRITING SKILLS ASSESSMENT
SCORING, 1978-79
SCORER ASSIGNMENTS

FORM	LEADER	SCORERS	COUNTY
31	Dr. Beverly DeMott		
		S1 Myranda Cox	Polk
		S2 Judy Edwards	Collier
		S3 Carole Forst	Broward
		S4 Sandra Frudd	St. Lucie
32	Mrs. Susan Martelli		
		S1 Glenzy Arnao	Hillsborough
		S2 Genevieve Curry	Polk
		S3 Earline Demps	Pinellas
		S4 Delores Hayes	St. Lucie
33	Ms. Liz Vasti		
		S1 Jane Grinsted	St. Lucie
		S2 Kate Nash	Seminole
		S3 Judy Stockman	Hillsborough
		S4 Delight West	Pasco
34	Mrs. Jinx Behnke		
		S1 Linda Hicks	Seminole
		S2 Verdye Robinson	Pinellas
		S3 Margaret Sanderson	Broward
		S4 Patty Smith	Pasco
35	Mrs. Anna Jordan		
		S1 Pat Bishop	Hillsborough
		S2 Darian Burns	Pinellas
		S3 Miriam Campbell	Lee
		S4 Minnie Clements	Indian River
		S5 John Creveling	Marion
		S6 Cynthia Miller	Seminole
		S7 Janice Pratt	Orange
		S8 Mary Jane Stokes	Hernando

FORM	LEADER	SCORERS	COUNTY
36	Ms. Mary Lou Alcorn		
		S1 Pat Dickson	Jackson
		S2 Zelda Glazer	Dade
		S3 Pat Griffith	Okaloosa
		S4 Billie McDuffie	Pasco
		S5 Margaret McMillen	Orange
		S6 Mary Mayberry	Polk
		S7 Betty Perris	Seminole
		S8 Shaune McGinn	Seminole
37	Mrs. Miriam Walter		
		S1 Dan Doerr	Brevard
		S2 Barbara Foreman	Columbia
		S3 Carol Gondek	Hillsborough
		S4 Cindy Huggins	Seminole
		S5 Dan Jones	Dade
		S6 Toni Lopez	Univ. of Florida
		S7 Caryn McDermott	Pasco
		S8 Brenda Shuman	Pinellas
38	Mrs. Bonnie Dibble		
		S1 Patsy Barnes	Seminole
		S2 Ann Refoe	Seminole
		S3 Betsy Creveling	Marion
		S4 Charlotte Geyer	Seminole
		S5 Elaine Kenzel	Dade
		S6 Helen Manor	Manatee
		S7 Bernice Reeves	Florida A & M
		S8 Nell Thrift	Polk

APPENDIX B

List of Scoring Leaders and Affiliations

SCORING LEADERS
1978-79 FLORIDA MINIMAL WRITING SKILLS ASSESSMENT

NAME/ADDRESS	FORM
Dr. Beverly DeMott Oak Park Elementary School 4916 10th Avenue Tampa, FL 33605	31
Mrs. Susan Martelli Forest Hills Elementary School 10112 Ola Avenue Tampa, FL 33612	32
Ms. Liz Vasti Edison Elementary School 1607 E. Curtis Street Tampa, FL 33610	33
Ms. Jinx Behnke McDonald Elementary School 501 N. Pruitt Road Seffner, FL 33584	34
Mrs. Anna Jordan Webb Junior High School 6035 Hanley Road Tampa, FL 33614	35
Mrs. Mary Lou Alcorn Eisenhower Junior High School Route 3, Box 407 Riverview, FL 33569	36
Mrs. Miriam Walter Chamberlain Senior High School 9401 N. Boulevard Tampa, FL 33612	37
Mrs. Bonnie Dibble Clearwater Senior High School 540 S. Hercules Clearwater, FL 33516	38

APPENDIX C

Individuals Who Participated in Rescoring

FLORIDA MINIMAL WRITING SKILLS ASSESSMENT
1978-79, RESCORING
SCORERS

FORM	LEADER	SCORER	COUNTY
33	Dr. Beverly DeMott		
		Sandra Kaplan	Hillsborough
		Clarine Suarez	Hillsborough
36	Mrs. Anna Jordan		
		Patricia Bishop	Hillsborough
		Darian Burns	Pinellas
		Carol Gondek	Hillsborough
		Robert Jakob, Jr.	Hillsborough
38	Mrs. Anna Jordan		
		Elizabeth Alston	Pinellas
		Lynn Holloway	Pinellas
		Barbara McDivitt	Pinellas
		Margaret McGinley	Pinellas

APPENDIX D

Passing Score for Each Skill

PASSING SCORE FOR EACH SKILL

FORM	SKILL	PASSING SCORE
31	G10	3
	I15	5
	G11	4
	J19	3
	E7	8
	J16	3
	J17	3
32	C4	3
	A1	3
33	D11	4
	A5	3
	C10	4
	G16	4
	J28	3
34	A6	4
	E13	5
	E12	4
	G16	4
	H22	5
	H23	4
	I26	5
35	A6	4
	B7	3
	B8	4
	B10	4

PASSING SCORE FOR EACH SKILL (Cont.)

FORM	SKILL	PASSING SCORE
36	F23	5
	E17	4
	E18	4
	G	4
	J	4
	I	4
	J	3
	C12	6
	D14	3
37	B2	4
	B3	3
	E10	4
	H	4
	C5	3
	C7	3
	G	4
	J	3
38	G25	4
	E10	4
	E11	4
	F	3

APPENDIX E

Percentage of Examinees Scoring at Each Scale Point by Skill for Total Sample

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 31

Skill/Scale Points	N = 365 %
Skill G10. The student will spell his/her own first and last name.	
0 - No response	0.5
1 - Illegible, cannot score	0.0
2 - Intelligible, but obviously misspelled	0.8
3 - Obviously spelled acceptably	98.6

Skill/Scale Points	N = 365 %
Skill I15. The student will capitalize correctly.	
0 - No response	0.5
1 - Illegible, cannot score	0.0
2 - No letters capitalized	0.3
3 - Capitals misplaced in one or more words; no correctly capitalized words	0.3
4 - Some correctly capitalized words	0.3
5 - All words capitalized correctly	98.6

PERCENTAGES OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 31

Skill/Scale Points	N = 365 %
Skill G11. The student will write letters of the alphabet in sequence.	
Total Score	
0 - No response	0.5
1 - Illegible, cannot score	0.0
2 - 2 on completeness or 2 on sequencing	0.5
3 - At least 3 on completeness and at least 3 on sequencing, but not 4 on both	4.4
4 - 4 on both completeness and sequencing	94.5

Skill/Scale Points	N = 365 %
Skill J19. The student will write the numerals 0-9 legibly.	
Total Score	
0 - No response	0.5
1 - 1 on completeness or 1 on legibility	0.0
2 - At least 2 on completeness and at least 2 on legibility, but not the highest score on both	0.3
3 - 3 on completeness and 3 on legibility	99.2

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 31

Skill/Scale Points	N = 365 %
Skill E7. The student will copy a friendly letter.	
0 - No response	0.5
1 - Illegible, cannot score	0.0
2 - Minimal fragmentary response	0.0
3 - Major deletions; meaning is lost	1.9
4 - Major reordering; meaning comes with difficulty	0.0
5 - Minor deletions; meaning is maintained	9.3
6 - Minor reordering; meaning is maintained	0.0
7 - No deletions, nonstandard form	32.3
8 - No deletions, standard form	55.9

Skill/Scale Points	N = 365 %
Skill J16. The student will use legible manuscript handwriting.	
0 - No response	0.5
1 - Totally illegible	0.0
2 - Legible with difficulty	0.0
3 - Legible	99.5
Skill J17. The student will group letters to form words.	
0 - No response	0.5
1 - Illegible, cannot score	0.0
2 - Minimal grouping scheme	0.0
3 - Only minor misgroupings	8.8
4 - All letters grouped correctly	90.7

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 32

Skill /Scale Points	N = 274 %
Skill C4. The student will dictate a logical sequence of events based on pictorial representations.	
0 - No response	0.7
1 - Mentions content of 2 or fewer pictures, regardless of order	0.4
2 - Mentions the content of all 3 pictures, with at least one out of order	0.0
3 - Mentions content of all 3 pictures in correct order	98.9

Skill/Scale Points	N = 274 %
Skill A1. The student will dictate grammatically correct sentences.	
0 - No response	0.7
1 - Nonstandard forms interfere with communication	0.0
2 - Nonstandard forms present, but communication clear	15.3
3 - Standard informal oral English	83.9

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 33

Skill/Scale Points	N = 409 %
Skill D11. The student will list information (who, what, when, and where) of a given message.	
0 - No response	1.7
1 - Illegible, cannot score	0.7
2 - No pertinent information	5.4
3 - Some pertinent information, but message is ineffective	63.3
4 - All pertinent information is included	28.9

Skill/Scale Points	N = 409 %
Skill A5. The student will write declarative sentences using appropriate English word order.	
0 - No response	1.0
1 - Illegible, cannot score; or insufficient data to score	13.7
2 - Consistently fails to write acceptable sentences	36.4
3 - Writes acceptable sentences with occasional lapses	30.6
4 - Consistently writes acceptable sentences	18.3

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 33

Skill/Scale Points	N = 409 %
Skill C10. The student will write at least two related sentences which expand a specified topic sentence.	
0 - No response	1.0
1 - Illegible, cannot score	1.0
2 - Less than two sentences	5.6
3 - 2 or more sentences, but unrelated or don't expand topic sentence	6.4
4 - Two or more sentences, expansion of topic sentence	86.1

Skill/Scale Points	N = 409 %
Skill G16. The student will spell words correctly in independent work.	
0 - No response	1.0
1 - Illegible, cannot score; or insufficient data to score	16.9
2 - 8 or more demerits (serious gaps in mastery)	11.7
3 - 4-7 demerits (some gaps in mastery)	21.3
4 - 2-3 demerits (very few gaps in mastery)	23.5
5 - 0-1 demerits (very high mastery)	25.7

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 33

Skill/Scale Points	N = 409 %
Skill J28. The student will write legibly in manuscript and cursive.	
0 - No response	1.0
1 - Totally illegible	0.0
2 - Legible with difficulty	1.2
3 - Legible	97.8

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 34

Skill/Scale Points	N = 382 %
Skill A6. The student will write interrogative sentences using appropriate English word order.	
0 - No response	0.8
1 - Illegible, cannot score	0.3
2 - No questions in standard English word order	4.2
3 - One question in standard English word order	3.1
4 - Two questions in standard English word order	13.6
5 - Three questions in standard English word order	78.0

Skill/Scale Points	N = 382 %
Skill E13. The student will address an envelope.	
0 - No response	1.3
1 - Illegible, cannot score	0.3
2 - Minimal incomplete response	2.6
3 - Both addresses attempted, but both incomplete or incorrect	35.9
4 - Addressee's address complete, whether or not the other was attempted	5.8
5 - Both complete addresses	54.2

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 34

Skill/Scale Points	N = 382 %
Skill E12. The student will write a friendly note.	
0 - No response	1.8
1 - Illegible, cannot score	0.3
2 - Minimal partial response, or irrelevant response	1.6
3 - Fragmented, unrelated or undeveloped response	3.1
4 - Adequate response	93.2

Skill/Scale Points	N = 382 %
Skill G16. The student will spell words correctly in independent work.	
0 - No response	1.6
1 - Illegible, cannot score; or insufficient data to score	7.1
2 - 8 or more demerits (serious gaps in mastery)	18.6
3 - 4-7 demerits (some gaps in mastery)	32.5
4 - 2-3 demerits (very few gaps in mastery)	19.1
5 - 0-1 demerits (very high mastery)	21.2

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 34

Skill/Scale Points	N = 382 %
Skill H22. The student will use a comma to separate the year from the day of the month in a date.	
0 - No response	19.6
1 - Illegible, cannot score	0.0
2 - No punctuation	1.8
3 - Comma misplaced	0.5
4 - Mark other than comma	1.3
5 - Comma used correctly	76.7

Skill/Scale Points	N = 382 %
Skill H23. The student will use the comma in the greeting and in the closing of a friendly letter.	
Total Score	
0 - No response	2.4
1 - Illegible, cannot score	0.0
2 - Less than 5 on greeting and less than 5 on closing	26.7
3 - 5 on one and less than 5 on the other	25.7
4 - 5 on both greeting and closing	45.3

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 34

Skill/Scale Points	N = 382 %
Skill I26. The student will capitalize simple greetings and closings of a letter.	
0 - No response	2.6
1 - Illegible, cannot score	0.0
2 - Neither capitalized properly	1.3
3 - Only greeting capitalized properly	29.8
4 - Only closing capitalized properly	2.6
5 - Both capitalized properly	63.6

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 35

Skill/Scale Points	N = 391 %
Skill A6. The student will write compound declarative sentences using appropriate English word order.	
Total Score	
0 - No response, either sentence	0.3
1 - Two illegible responses	0.0
2 - No 6's	32.0
3 - One 6	31.5
4 - Two 6's	36.3

Skill/Scale Points	N = 391 %
Skill B7. The student will group words or objects which are similar.	
0 - No response	0.5
1 - Illegible, cannot score	0.0
2 - Incorrectly grouped (2 or more misplacements)	17.4
3 - Nearly correct (only 1 misplacement)	6.4
4 - Correct grouping	75.7
Skill B8. The student will generate headings for groups of similar words or objects.	
0 - No response	2.0
1 - Illegible, cannot score	0.0
2 - No appropriate headings	16.4
3 - One appropriate heading	22.8
4 - Two appropriate headings	58.8

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 35

Skill/Scale Points	N = 391 %
Skill B10. The student will write a set of simple directions or procedures using an appropriate organizational pattern.	
0 - No response	0.0
1 - Illegible, cannot score	0.0
2 - Totally ineffective directions	22.3
3 - Effective, but not totally clear, or not well organized	56.0
4 - Effective, clear, and well organized	21.7

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 36

Skill/Scale Points	N = 347 %
Skill F23. The student will complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.	
Total Score	
0 - No response	0.0
1 - Illegible, cannot score	0.0
2 - 2 on completeness or 2 on accuracy	10.1
3 - 3 on both completeness and accuracy	2.0
4 - 3 on one and 4 on the other	28.2
5 - 4 on both completeness and accuracy	59.7

Skill/Scale Points	N = 347 %
Skill E17. The student will write a business letter when specific information is given.	
0 - No response	2.0
1 - Illegible, cannot score	0.3
2 - Incomplete or totally unrelated response	51.3
3 - Predominantly related, but fragmented or undeveloped response	32.3
4 - Adequate response	14.1

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 36

Skill/Scale Points	N = 347 %
Skill E18. The student will use proper form when writing a simple business letter.	
0 - No response	2.0
1 - Illegible, cannot score	0.0
2 - Total lack of proper form	51.9
3 - Some form, but not acceptable	39.5
4 - Good form	6.6

Skill/Scale Points	N = 347 %
Skill G. The student will spell correctly.	
0 - No response	2.0
1 - Illegible, cannot score	2.3
2 - 8 or more demerits (serious gaps in mastery)	6.3
3 - 4-7 demerits (some gaps in mastery)	28.0
4 - 2-3 demerits (very few gaps in mastery)	28.0
5 - 0-1 demerits (very high mastery)	33.4

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 36

Skill/Scale Points	N = 347 %
Skill H. The student will punctuate correctly.	
0 - No response	1.2
1 - Illegible, cannot score; or insufficient data to score	46.1
2 - Errors on more than half of the opportunities for punctuation	15.9
3 - At least 2 errors, but not more than half of the opportunities were missed	17.3
4 - 0-1 errors	19.6

Skill/Scale Points	N = 347 %
Skill I. The student will capitalize correctly.	
0 - No response	1.4
1 - Illegible, cannot score; or insufficient data to score	34.3
2 - Missed more than 5 words	1.4
3 - Missed 2-5 words	15.3
4 - Missed 0-1 words	47.6
Skill J. The student will write legibly.	
0 - No response	1.2
1 - Totally illegible	0.3
2 - Legible with difficulty	6.6
3 - Legible	91.9

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 36

Skill/Scale Points	N = 347 %
Skill C12. The student will write at least three sentences related to one topic.	
0 - No response	2.0
1 - Illegible, cannot score	0.0
2 - Fewer than 3 sentences and poorly developed idea	23.1
3 - 3 or more complete sentences, idea poorly developed	13.0
4 - Clear idea, but fewer than 3 sentences and expressed with some sentence fragments or run-on sentences	5.2
5 - Fewer than 3 complete sentences, no sentence fragments or run-on sentences, idea effectively expressed	0.3
6 - 3 or more complete sentences, idea clearly developed	56.5

Skill/Scale Points	N = 347 %
Skill D14. The student will include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.	
0 - No response	1.4
1 - Illegible, cannot score	1.7
2 - Minimal , incomplete message	41.5
3 - Minimal complete message	25.4
4 - Complete message (easily understood)	30.0

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 37

Skill/Scale Points	N = 368 %
Skill B2. The student will write appropriate headings for groups of words and phrases.	
0 - No response	9.8
1 - Illegible, cannot score	0.3
2 - No appropriate headings	12.2
3 - One appropriate heading	16.0
4 - Two appropriate headings	61.7
Skill B3. The student will organize information for a report under appropriate headings.	
0 - No response	3.3
1 - Illegible, cannot score	0.0
2 - Incorrectly grouped (2 or more misplacements)	28.8
3 - Nearly correct (only 1 misplacement)	8.4
4 - Correct grouping	59.5

Skill/Scale Points	N = 368 %
Skill E10. The student will use proper form to write a business letter which contains necessary and accurate information.	
0 - No response	3.5
1 - Illegible, cannot score	0.3
2 - Total lack of proper form	7.1
3 - Some form, but not acceptable	63.6
4 - Good form	25.5

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 37

Skill/Scale Points	N = 368 %
Skill H. The student will punctuate correctly.	
0 - No response	3.5
1 - Illegible, cannot score; or insufficient data to score	6.8
2 - Errors on more than half of the opportunities for punctuation	24.5
3 - At least 2 errors, but not more than half of the opportunities were missed	28.8
4 - 0-1 errors	36.4

Skill/Scale Points	N = 368 %
Skill C5. The student will write a paragraph by giving information in support of one topic.	
0 - No response	5.2
1 - Illegible, cannot score	0.5
2 - Opinion conveyed, but not supported	8.2
3 - Opinion conveyed and supported	86.1
Skill C7. The student will write a paragraph using connecting words or phrases which show relationships.	
0 - No response	5.2
1 - Illegible, cannot score; or insufficient data to score	1.1
2 - The reader is forced, with few clues, to infer relationships	10.3
3 - Most relationships are clear	83.4

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 37

Skill/Scale Points	N = 368 %
Skill G. The student will spell correctly.	
0 - No response	5.2
1 - Illegible, cannot score	0.5
2 - 8 or more demerits (serious gaps in mastery)	3.8
3 - 4-7 demerits (some gaps in mastery)	16.6
4 - 2-3 demerits (very few gaps in mastery)	24.2
5 - 0-1 demerits (very high mastery)	49.7

Skill/Scale Points	N = 368 %
Skill J. The student will write legibly.	
0 - No response	5.2
1 - Totally illegible (unintelligible)	0.5
2 - Legible with difficulty	0.5
3 - Legible	93.7

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 38

Skill/Scale Points	N = 393 %
Skill G25. The student will apply generalizations for adding prefixes and common derivational suffixes.	
Total Score-Formation of Correct Word	
0 - No response	1.3
1 - Totally illegible, cannot score	0.5
2 - Less than 2 correct responses	4.3
3 - 2-6 correct responses	14.2
4 - 7-9 correct responses	31.3
5 - 10 correct responses	48.3

Skill/Scale Points	N = 393 %
Skill E10. The student will use proper form to write a business letter which contains necessary and accurate information.	
0 - No response	1.5
1 - Illegible, cannot score	0.0
2 - Total lack of proper form	18.6
3 - Some form, but not acceptable	40.5
4 - Good form	39.4

PERCENTAGE OF EXAMINEES
SCORING AT EACH SCALE POINT BY SKILL
FOR TOTAL SAMPLE
FORM 38

Skill/Scale Points	N = 393 %
Skill E11. The student will write a letter of request, adjustment, complaint, or opinion.	
0 - No response	2.3
1 - Illegible, cannot score	0.0
2 - Two or more elements are missing or unclear	21.1
3 - Two of the elements are present and clear, but the third is missing or unclear	30.0
4 - All elements are present and clear	46.6

Skill/Scale Points	N = 393 %
Skill F. The student will fill out common forms.	
0 - No response	0.5
1 - More than two blanks or incorrect responses	26.2
2 - One or two blanks or incorrect responses	44.0
3 - Complete, correct response	29.3

APPENDIX F

Percentage of Examinees Passing
Each Skill for Total Sample

PERCENTAGE OF EXAMINEES
PASSING EACH SKILL FOR TOTAL SAMPLE

FORM 31

Skill	N = 365 %
G10. The student will spell his/her own first and last name.	98.6
I15. The student will capitalize correctly.	98.6
G11. The student will write letters of the alphabet in sequence.	94.5
J19. The student will write the numerals 0-9 legibly.	99.2
E7. The student will copy a friendly letter.	55.9
J16. The student will use legible manuscript handwriting.	99.5
J17. The student will group letters to form words.	99.5

FORM 32

Skill	N = 274 %
C4. The student will dictate a logical sequence of events based on pictorial representations.	98.9
A1. The student will dictate grammatically correct sentences.	83.9

PERCENTAGE OF EXAMINEES
PASSING EACH SKILL FOR TOTAL SAMPLE

FORM 33

Skill	N = 409 %
D11. The student will list information (who, what, when, and where) of a given message.	28.9
A5. The student will write declarative sentences using appropriate English word order.	48.9
C10. The student will write at least two related sentences which expand a specified topic sentence.	86.1
G16. The student will spell words correctly in independent work.	49.2
J28. The student will write legibly in manuscript and cursive.	97.8

FORM 34

Skill	N = 382 %
A6. The student will write interrogative sentences using appropriate English word order.	91.6
E13. The student will address an envelope.	54.2
E12. The student will write a friendly note.	93.2
G16. The student will spell words correctly in independent work.	40.3
H22. The student will use a comma to separate the year from the day of the month in a date.	76.7
H23. The student will use the comma in the greeting and in the closing of a friendly letter.	45.3
I26. The student will capitalize simple greetings and closings of a letter.	63.6

PERCENTAGE OF EXAMINEES
PASSING EACH SKILL FOR TOTAL SAMPLE

FORM 35

Skill	N = 391 %
A6. The student will write compound declarative sentences using appropriate English word order.	36.3
B7. The student will group words or objects which are similar.	82.1
B8. The student will generate headings for groups of similar words or objects.	58.8
B10. The student will write a set of simple directions or procedures using an appropriate organizational pattern.	21.7

FORM 36

Skill	N = 347 %
F23. The student will complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.	59.7
E17. The student will write a business letter when specific information is given.	14.1
E18. The student will use proper form when writing a simple business letter.	6.6
G. The student will spell correctly.	61.4
H. The student will punctuate correctly.	19.6
I. The student will capitalize correctly.	47.6
J. The student will write legibly.	91.9
C12. The student will write at least three sentences related to one topic.	56.5
D14. The student will include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.	55.4

PERCENTAGE OF EXAMINEES
PASSING EACH SKILL FOR TOTAL SAMPLE

FORM 37

Skill	N = 368 %
B2. The student will write appropriate headings for groups of words and phrases.	61.7
B3. The student will organize information for a report under appropriate headings.	67.9
E10. The student will use proper form to write a business letter which contains necessary and accurate information.	25.5
H. The student will punctuate correctly.	36.4
C5. The student will write a paragraph by giving information in support of one topic.	86.1
C7. The student will write a paragraph using connecting words or phrases which show relationships.	83.4
G. The student will spell correctly.	73.9
J. The student will write legibly.	93.7

FORM 38

Skill	N = 393 %
G25. The student will apply generalizations for adding prefixes and common derivational suffixes.	79.6
E10. The student will use proper form to write a business letter which contains necessary and accurate information.	39.4
E11. The student will write a letter of request, adjustment, complaint, or opinion.	46.6
F. The student will fill out common forms.	29.3

APPENDIX G

Words Used and Misspelled at Least Five Times
With Examples of Misspellings

WORDS USED AND MISSPELLED
AT LEAST FIVE TIMES
WITH EXAMPLES OF MISSPELLINGS
FORM 33, ITEM 2

WORD(S)	NUMBER OF TIMES	EXAMPLES OF MISSPELLINGS
a lot	21	alot, alote
and	12	are, an, in
anyway	9	any way, any wase, an way
because	68	becaue, becaus, becauls, becuse
buy	31	by, bey, bye
clothes	15	cloths, clos, cothes, close
college	11	collage, collige, colage
could	8	coud, code
dollars	19	dollers, dallals, dollor
don't	9	dont, donot
electric/electricity	12	electricty, lectricity, electrick
family	9	famly, faimly
for	6	fore, fo
groceries	5	grocey, grocerys
hundred	8	houdred, hunred, hurndred
it's	6	its, is
know	7	now, no
might	6	mite
money	18	muney, mony, momey
month	20	mouth, mounth, mount
need	7	neat, ned, nead
our	12	are
plus	5	pluse
probably	5	probaly, probly
radio	6	raido, raidio
should	13	sould, shoud, showld
something	5	somthing, somthig
stuff	7	stuf, stof, suff

FORM 33, ITEM 2 (Cont.)

WORD(S)	NUMBER OF TIMES	EXAMPLES OF MISSPELLINGS
take	7	tak, thak
television	34	telvision, televison, televishon
than	6	thin, then
that's	14	thats, that
things	10	thins, thing
too	30	to
want/wants	7	wont, what
watch	28	wach, whatch, wacth, wash
watching	14	waching, wacting, wathing
whole	5	hole, hold
would	21	wood, wold, woluld
wouldn't	7	wolden't

WORDS USED AND MISSPELLED
AT LEAST FIVE TIMES
WITH EXAMPLES OF MISSPELLINGS
FORM 34, ITEM 3

WORD(S)	NUMBER OF TIMES	EXAMPLES OF MISSPELLINGS
always	6	all ways, alway
am	6	an
and	11	an, a
beautiful	6	beuutiful, beuitiful, beatiful
because	5	bcause, becaus, becuse
bye	13	by, buy
coming	15	comeing, comming
dollar/dollars	8	dollor, dallor
favorite	5	faverate, favseret, favrit
fine	8	find, fin
friend	22	freind, fiend, frend, frinds
getting	5	geting
goodbye	6	goodby, good bye,
heard	11	hread, herd, heared, hear
hope	5	holp, hop
I'll	5	Ill
I'm	15	Im
it's	15	its, it
I've	8	Ive
job	5	jod, jop
know	11	no
letter	6	lettle, later
movie	7	moive, move, movis
new	5	nu, newe, knew
October	6	Octber, Octob
plan/plans	8	plain/planes
planned	5	planed, plained, pland
planning	10	planing, planeng
probably	7	propubly, proably, probaly

FORM 34, ITEM 3 (Cont.)

WORD(S)	NUMBER OF TIMES	EXAMPLES OF MISSPELLINGS
really	6	realy, relly
received	16	recieved, resieved, recived
sincerely	38	sincerly, senserly, sinserly
that's	8	thats, that
tomorrow	5	tomarow, tomrrow
too	40	to
truly	8	turly, truley, truely
until	8	untill, intil
visit	13	vist, viset
wait	6	what, wate
want	7	whant, won't
weekend	5	weaked, weekin
well	6	will, wall, whel
we're	5	were
were	5	where
when	8	went, win, will, wen
where	8	were
won't	5	wont
write	8	right, wright
writing	5	writting
you	9	yo, yoo
you're	22	your
your	28	you, yoor, you're, yor, yur
yours	6	your's

WORDS USED AND MISSPELLED
AT LEAST FIVE TIMES
WITH EXAMPLES OF MISSPELLINGS
FORM 36, ITEM 2

WORD(S)	NUMBER OF TIMES	EXAMPLES OF MISSPELLINGS
ad	41	add, aid
address	15	addrees, ardress, adress
am	10	an, and
answer/answered/ answering	23	anser, inser/ansered/ansering
apply/applying	12	aply/appling, apileing, applen
because	23	becaus, becase, cause, becouse
experience	9	expense, experence, experiane
Florida	13	Florid, Floirda, Forida, Frorida
handwriting	6	handriting, handwritting
I'm	21	I'am, Im, Am, im
interested	7	interrested, instread, interest, inrested
it's	6	Its
job	7	fob, jod, jop
Lynn	9	Lyn, Lnn, Lyna, Lynne
messages	16	massages, message's, mesage
neat/neatly	5	neet, net/neatily
Orlando	25	Orlan, Orland, Oralando
part-time	11	part time, parttime, partime
really	5	realy, rely, relly
responsible/ responsibility	7	responsble/responsability
Saturdays	5	sattrdays, Satirday, Saturday's
school	5	shcools, scool
sincerely	65	sincerly, sinserley, sincerily, sincerlly
taking	6	takeing, takeng
thank/thanks	7	tank, think/thanks you, thinks
too	6	to

FORM 36, ITEM 2 (Cont.)

WORD(S)	NUMBER OF TIMES	EXAMPLES OF MISSPELLINGS
travel	5	travels, travael
truly	20	truely, truley, turely
want	21	won't, with, what, wath, wanted
writing	7	writting, righting, writeing
your	12	you, you'er
yours	6	your, your's, yous

WORDS USED AND MISSPELLED
AT LEAST FIVE TIMES
WITH EXAMPLES OF MISSPELLINGS
FORM 37, ITEM 3

WORD(S)	NUMBER OF TIMES	EXAMPLES OF MISSPELLINGS
along	7	a long, alone
a lot	11	alot
an	5	a, and
because	13	becaus, becase, bause, cause
believe	7	beleive, belive
boy's	5	boys
boys	5	boy's
difference/different	7	diffrent, defferent, diffent
don't	6	dont
girl's	5	girls, grils
girls	5	girl's
it's	17	its
opposite	7	oppsite, oppisite
other's	5	others
probably	10	probabely, probablly, probally
separate	37	seperate, separent, seprate
separated	31	seperated, separeted, separted
separating	7	seperating
should	8	sould, shoul, shoud
something	5	somthing, sonething, somethink
that's	6	thats
their	15	there, thier, the
they	10	their, the, thay, than
they're	6	their, there
together	11	togeter, togetter, togeather
you're	5	your, you